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general management plan

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NATIONAL HISTORIC SITE / ALABAMA





**TUSKEGEE
INSTITUTE**
NATIONAL HISTORIC SITE
GENERAL MANAGEMENT PLAN




We shall prosper in proportion as we learn
to dignify and glorify labor and put brains
and skill into the common occupations of life.

Booker T. Washington

CONTENTS

	1	<i>Boundary Map</i>
INTRODUCTION	3	
THE SETTING	4	
	5	<i>Vicinity Map</i>
THE RESOURCE	8	
	13	<i>Historic Base Map</i>
VISITORS	15	
THE PLAN	16	
Landownership	16	
Resource Classification	16	
	17	<i>Resource Classification Map</i>
Visitor Use	19	
	21	<i>General Development Plan</i>
Research	23	
APPENDIXES	25	
BIBLIOGRAPHY	40	
PLANNING TEAM	42	



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- 163 VETERINARY MEDICINE (LARGE ANIMAL BARN)
- 154 INFORMATION BOOTH
- 155 RESIDENCE HALL - WOMEN
- 156 MOTON HALL
- 161 R.O.T.C. RIFLE RANGE
- 164 RUSSELL NURSERY SCHOOL
- 166 OLIVIA DAVIDSON HALL
- 169 DORMITORY B
- 170 DORMITORY C
- 171 RUSSELL HALL
- 175 DORMITORY E
- 176 DORMITORY F
- 177 ADAMS HALL
- 166 EXTENSION BUILDING
- 166 VOCATIONAL BUILDING
- 167 SCHOOL OF NURSING - O'CONNOR HALL
- 166 EMERY RECREATION CENTER
- 169 CHAPEL
- 190 SCHOOL OF ENGINEERING
- 191 CENTRAL COOLING PLANT
- 196 KRESGE CENTER



TO TUSKEGEE & I-85

LABORATORIES

LEGEND

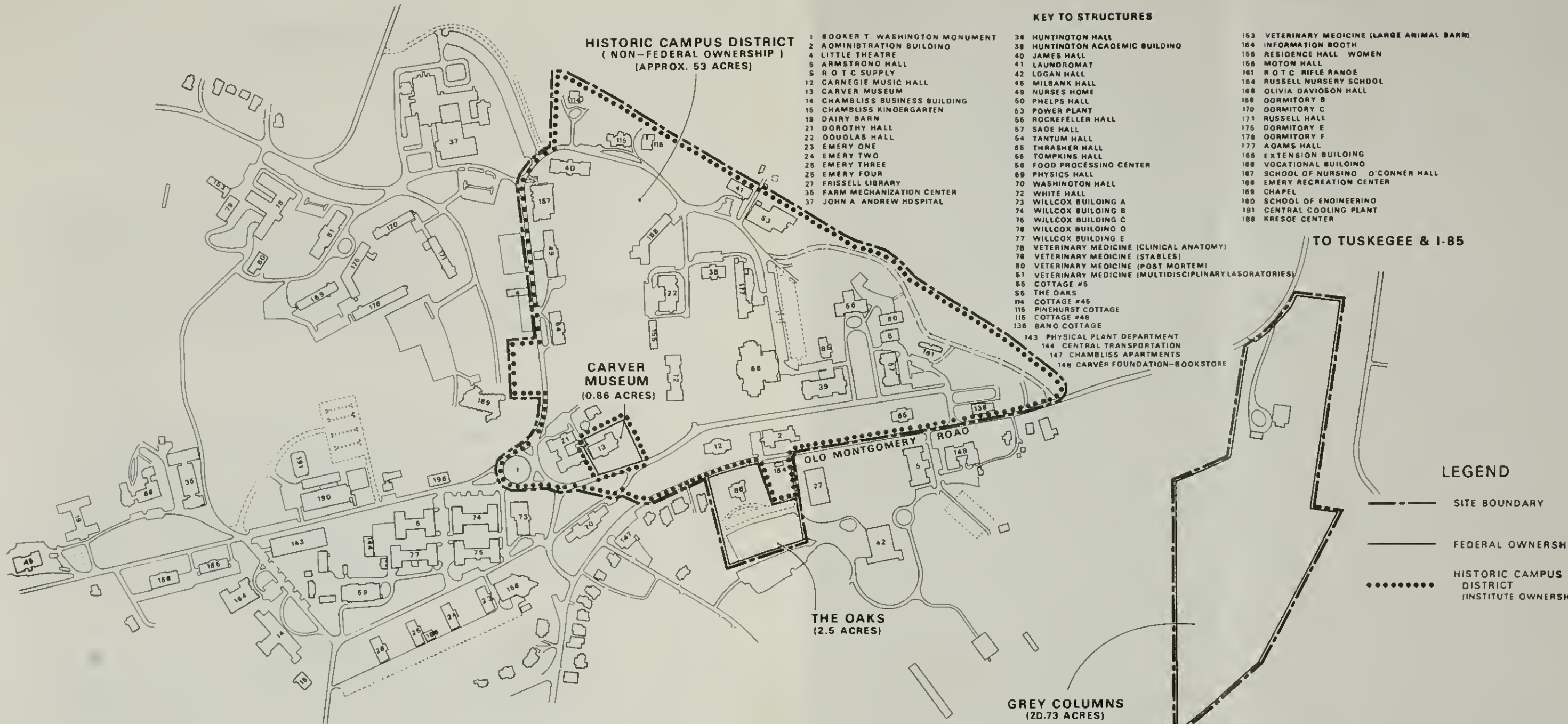
- SITE BOUNDARY
- FEDERAL OWNERSHIP
- HISTORIC CAMPUS DISTRICT (INSTITUTE OWNERSHIP)

**BOUNDARY MAP
TUSKEGEE INSTITUTE
NATIONAL HISTORIC SITE**

Macon County
ALABAMA

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE
Denver Service Center





**HISTORIC CAMPUS DISTRICT
(NON-FEDERAL OWNERSHIP)
[APPROX. 53 ACRES]**

**CARVER MUSEUM
(0.86 ACRES)**

**THE OAKS
(2.5 ACRES)**

**GREY COLUMNS
(20.73 ACRES)**

KEY TO STRUCTURES

- | | | |
|---------------------------------|---|---|
| 1 BOOKER T. WASHINGTON MONUMENT | 36 HUNTINGTON HALL | 163 VETERINARY MEDICINE (LARGE ANIMAL BARN) |
| 2 ADMINISTRATION BUILDING | 38 HUNTINGTON ACADEMIC BUILDING | 164 INFORMATION BOOTH |
| 4 LITTLE THEATRE | 40 JAMES HALL | 165 RESIDENCE HALL WOMEN |
| 5 ARMSTRONG HALL | 41 LAUNDROMAT | 166 MOTON HALL |
| 6 ROTC SUPPLY | 42 LDGAN HALL | 167 ROTC RIFLE RANGE |
| 12 CARNEGIE MUSIC HALL | 45 MILBANK HALL | 168 RUSSELL NURSERY SCHOOL |
| 13 CARVER MUSEUM | 49 NURSES HOME | 169 OLIVIA DAVISON HALL |
| 14 CHAMBLISS BUSINESS BUILDING | 50 PHELPS HALL | 170 DORMITORY B |
| 15 CHAMBLISS KINOERGARTEN | 53 POWER PLANT | 171 DORMITORY C |
| 19 DAIRY BARN | 56 ROCKEFELLER HALL | 172 RUSSELL HALL |
| 21 DOROTHY HALL | 57 SADE HALL | 176 DORMITORY E |
| 22 OQUOLAS HALL | 54 TANTUM HALL | 178 DORMITORY F |
| 23 EMERY ONE | 55 THRASHER HALL | 177 ADAMS HALL |
| 24 EMERY TWO | 58 TOMPKINS HALL | 185 EXTENSION BUILDING |
| 26 EMERY THREE | 58 FOOD PROCESSING CENTER | 188 VOCATIONAL BUILDING |
| 26 EMERY FOUR | 59 PHYSICS HALL | 187 SCHOOL OF NURSING - O'CONNOR HALL |
| 27 FRISSELL LIBRARY | 70 WASHINGTON HALL | 186 EMERY RECREATION CENTER |
| 35 FARM MECHANIZATION CENTER | 72 WHITE HALL | 189 CHAPEL |
| 37 JOHN A. ANDREW HOSPITAL | 73 WILLCOX BUILDING A | 190 SCHOOL OF ENGINEERING |
| | 74 WILLCOX BUILDING B | 191 CENTRAL COOLING PLANT |
| | 75 WILLCOX BUILDING C | 188 KRESOE CENTER |
| | 76 WILLCOX BUILDING D | |
| | 77 WILLCOX BUILDING E | |
| | 78 VETERINARY MEDICINE (CLINICAL ANATOMY) | |
| | 78 VETERINARY MEDICINE (STABLES) | |
| | 80 VETERINARY MEDICINE (POST MORTEM) | |
| | 51 VETERINARY MEDICINE (MULTIDISCIPLINARY LABORATORIES) | |
| | 56 COTTAGE #6 | |
| | 56 THE OAKS | |
| | 114 COTTAGE #46 | |
| | 116 PINEHURST COTTAGE | |
| | 115 COTTAGE #48 | |
| | 138 BANO COTTAGE | |
| | 143 PHYSICAL PLANT DEPARTMENT | |
| | 144 CENTRAL TRANSPORTATION | |
| | 147 CHAMBLISS APARTMENTS | |
| | 148 CARVER FOUNDATION-BOOKSTORE | |

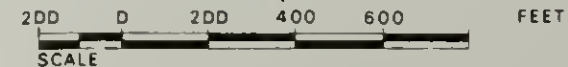
LEGEND

- SITE BOUNDARY
- FEDERAL OWNERSHIP
- HISTORIC CAMPUS DISTRICT (INSTITUTE OWNERSHIP)

**BOUNDARY MAP
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Macon County
ALABAMA

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INTRODUCTION

Tuskegee Institute's story begins with the introduction of black slaves in the United States. Set free by the Civil War, ex-slaves were anything but equal – their culture destroyed, they were disoriented, uneducated, poor, without political influence, and made to feel inferior in almost every way. Slowly, too slowly for a country founded on such principles as ours, the need to provide these freed people with the means to orient themselves was recognized, and Tuskegee Institute represents a firm step towards the recognition of black cultural heritage.

Founded by Booker T. Washington in 1881 as a normal, or teachers', school for blacks, Tuskegee Institute today is a coeducational, privately controlled, professional, scientific, and technical institution. The institute has regional accreditation from the Southern Association of Colleges and Schools, and it has full accreditation for several of its programs – nursing, dietetics, veterinary medicine, and teacher education – from their respective national professional associations. The main campus covers 268 acres and contains 161 buildings. The enrollment in the first semester of the 1975-76 academic year was around 3,500; the teaching faculty numbered almost 400.

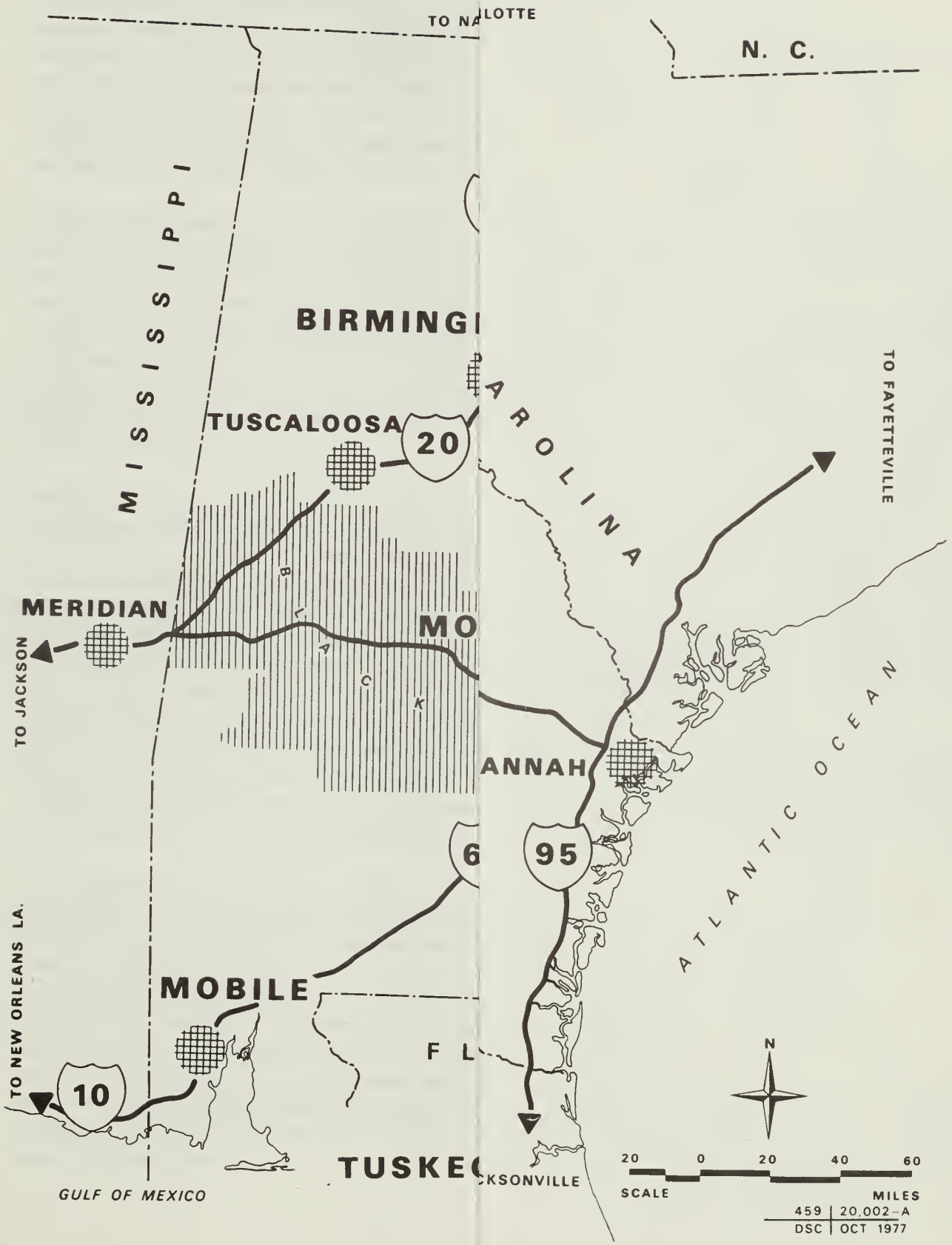
In 1965, Tuskegee Institute was designated as a national historic landmark in recognition of the role it has played in the economic and social advancement of blacks in our national history. This role is physically represented in the contrast between the student-built structures of the original campus that are still standing and the numerous new buildings that typify the institute's dramatic expansion.

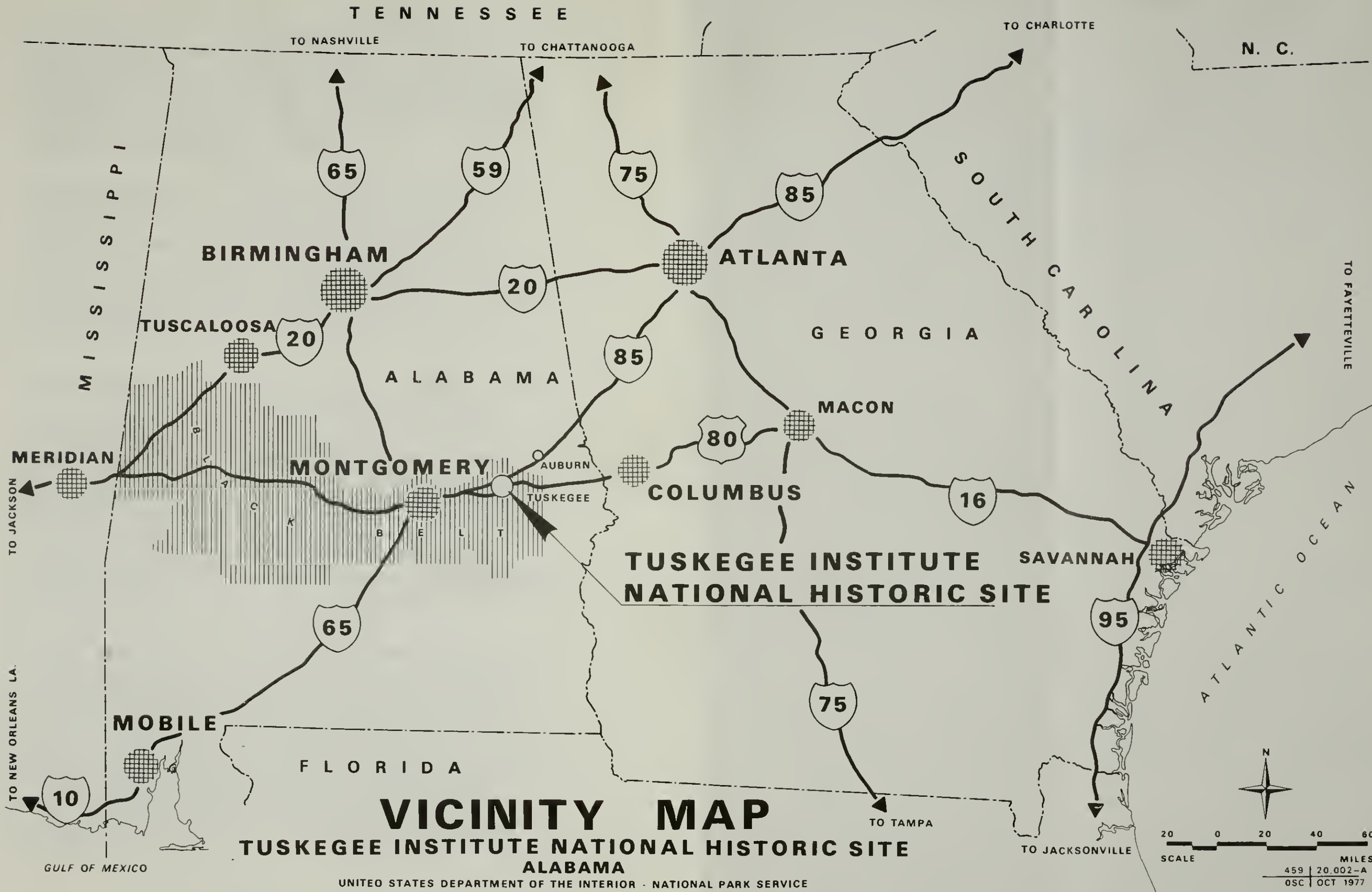
In 1974, Congress established Tuskegee Institute National Historic Site (Public Law 93-486), to include The Oaks (the home of Booker T. Washington), the Carver Museum (George Washington Carver's laboratory), and Grey Columns (an antebellum mansion adjacent to the campus). The Oaks and the Carver Museum serve as reminders of the contributions of these men to Tuskegee Institute and the nation, while Grey Columns represents another phase of Southern history. This general management plan focuses upon the historic resources of Tuskegee Institute National Historic Site and provides a foundation for the development and interpretation of these resources.

THE SETTING

Alabama is traditionally an agricultural state. The countryside is a serene and rolling landscape, and much land has been cleared for farming. Where the land has not been cleared, tree cover is dense. The landscape is a reflection of the climate — average annual rainfall is 51 inches and the relative humidity is high year around. Summers are comparatively hot and humid, with frequent 80-degree-plus days. Some winter days can be cold and chilly, but plants bloom all year long. Small towns are common along the narrow country roads and offer quiet interludes from the faster pace of large cities and interstate highways.

Tuskegee Institute is 1 mile west of the city of Tuskegee in east-central Alabama. It is halfway between Montgomery (40 miles west) and Columbus, Georgia (40 miles east), and it is reached via U.S. Highways 80 and 29 and Interstate 85.

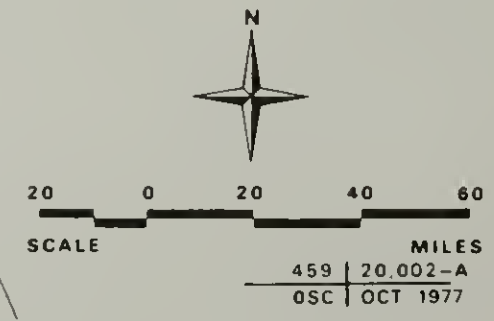




VICINITY MAP

TUSKEGEE INSTITUTE NATIONAL HISTORIC SITE ALABAMA

UNITED STATES DEPARTMENT OF THE INTERIOR - NATIONAL PARK SERVICE



Both the institute and the city are located in the heart of Macon County, one of eleven central Alabama counties in the "Black Belt," a term used to describe that area of the antebellum South that had a rich black soil particularly suited for cotton growing. Because of the great number of slaves brought into the area, the term colloquially referred to the predominantly black population. Today, the region still has a large black population with roots in Alabama's heritage of plantation farming, slavery, and cotton.

Except for Montgomery, a city of 201,000, the Black Belt is primarily a rural, close-knit, and static society. The vast majority of the region's residents were born in Alabama, have lived in the same county for at least 5 years, and work in the county where they reside. However, agriculture is no longer as important as it once was. Employment figures computed by broad industrial categories show agriculture, forestry, and fisheries employing a very small proportion of the work force. Manufacturing is more significant than agriculture, and education and related services make up a viable sector; but there is no dominant economic sector.

Macon County lies at the eastern end of the Black Belt and is quite representative of the region except for one vital characteristic — Tuskegee Institute. The social, economic, and political conditions of both Tuskegee and the institute are so intertwined that a description of one is inextricably a description of the other. The educational level in Tuskegee is the highest of any city in the state: 58 percent of the male and 61 percent of the female population have high school educations. The unemployment rate in 1970 was only 2.6 percent for males and 7.1 percent for females (the dominant employers in the city are the Veterans Hospital and Tuskegee Institute). Median income for the city is \$7,000, substantially higher than in the remainder of the Black Belt, except for Montgomery County. Only 23.5 percent of the families in Tuskegee (population 11,000) are below the poverty level, a figure much lower than for most Black Belt counties, some of which have figures as high as 54 percent.

To a certain extent, it is unfair to compare a city's demography to a county's or a region's because an urban population will usually have a higher socioeconomic level. This is especially true in an area dominated by rural poor, and Tuskegee is socially and economically advanced over the region's population; consequently, it plays an important role as a regional leader and as a center for social, educational, and economic assistance. By offering numerous programs (for example, the Human Resources Development Center and Agricultural Extension Service), the institute provides training and gives general welfare assistance to the rural poor and disadvantaged throughout the region. This was one of the reasons Tuskegee Institute was founded, and it remains a vital reason for its existence nearly 100 years later.

THE RESOURCE

Before the Civil War, the town of Tuskegee's prosperity was reflected by the pillared mansions whose owners lived well off the cotton and slave economy characteristic of the Black Belt. One such mansion, Grey Columns, was constructed about 1850 near the present campus of Tuskegee Institute by an affluent Southern family, the Varners, and it survived the burning and destruction that occurred at the end of the Civil War.

After the war, it became apparent that a way had to be offered to help the ex-slaves overcome poverty and ignorance. Tuskegee Institute was founded in 1881 as the result of a combined effort of black and white citizens of Tuskegee to provide blacks with a normal school. Booker T. Washington, a graduate of Hampton Institute in Virginia, accepted the position as its first principal and set an immediate precedent for the leadership of black education. As a strong and dedicated individual, he provided an example for the students and faculty alike and raised desperately needed funds to operate and build the school.

The fact that the institute had its beginning in three shacks, with only three teachers, 30 students, and little equipment, demonstrates the obstacles blacks faced in their efforts to help themselves. In the early years, great courage was required in the Tuskegee Institute community to endure the climate of racial bitterness, hostility, and strife that swept the country after the Reconstruction period. Because money was a scarce commodity for most blacks at this time, the bulk of financial support necessarily came from the Northern white population.

Despite such hardships, Tuskegee Institute expanded rapidly. In 1882, through a loan of \$500, it purchased the 100 acres forming the core of the present campus. Through Booker T. Washington's constant efforts to raise money from Northern philanthropists, and through persistent fund-raising drives by students and faculty, the resources became available to build the first substantial school building. While enthusiasm was high, laborers skilled in brick-laying and construction were not readily available. In accordance with the philosophy Washington had brought with him from Hampton Institute, the students themselves learned the skills required to build the school while they received training that helped prepare them for future employment. By 1884, the first building, Porter Hall, had been completed and the second, Alabama Hall, was under construction.

The development of regional extension programs was a major step in providing training and general welfare aid to destitute black farmers who had known nothing but the cultivation of cotton. A major force behind Tuskegee's agricultural improvement programs was a single man, a scientist dedicated to serving his race and an individual devoted to Tuskegee Institute as the instrument of that service – George Washington Carver. Carver invested his productive years from 1896 to 1943 teaching and experimenting at Tuskegee. Alarmed at the prospects for both his race and the South if the relentless pursuit of cotton continued, Carver acquired a wagon and rode long distances into the surrounding country to demonstrate new farming methods. Washington initiated the project and raised money to support Carver's effort; the Jessup Wagon, designed by Carver and named after Morris K. Jessup, the financial backer for the project, officially established the school's farm extension program. Thomas M. Campbell was in charge of the wagon's operation.

For those farmers the school could not reach by the Jessup Wagon, Tuskegee organized an annual Tuskegee Negro Farmers Conference to bring in farmers from all over the South so they could learn and exchange ideas about agricultural problems. The institute encouraged them to practice the most practical and modern techniques, emphasizing especially that plants such as the peanut, soybean, and sweet potato would provide families with a nutritious food source and the soil with nitrate enrichers. In addition, Tuskegee sent agents throughout the region to help organize local conferences to keep information circulating, and it organized the Macon County Fair each year on campus.

At Booker T. Washington's death in 1915, Tuskegee Institute had proven itself a permanent addition to Alabama's school system and to the South. It had grown to an academic community of over 1,500, and its 1,900 acres contained 112 buildings, 20 of which had been constructed by student labor from bricks made by hand on the campus. Its total endowment was \$3,762,388. The curriculum concentrated not only on agriculture, but also on vocational areas: carpentry, brick making and laying, blacksmithing, and wheelwrighting for male students; sewing, cooking, and teaching for female students. In addition, it had become a leading national and international center for agricultural science.

Throughout its history, Tuskegee Institute has been a dynamic institution, expanding and shifting emphasis in both curriculum and services with the changing times. Tuskegee alumni proved themselves and upheld the reputation of the school. But it was its leaders and teachers, notably Booker T. Washington, his successors, and George Washington Carver, who drew the attention of the nation and the world to the contributions that Tuskegee Institute was making.

Booker T. Washington deeply felt his responsibility not only to the institute but to his race. In his own words,

I felt a double responsibility, and this made the anxiety all the more intense. If the institution had been officered by white persons, and had failed, it would have injured the cause of Negro education; but I knew that the failure of our institution, officered by Negroes, would not only mean the loss of a school, but would cause people, in a large degree, to lose faith in the ability of the entire race.

This burden pushed Washington and his supporters to great sacrifices. He and his wife traveled long distances to bring money and backing to Tuskegee. They gained support from wealthy, prominent, and influential individuals, including Collis P. Huntington, Andrew Carnegie, John F. Slater, and Julius Rosenwald (Sears, Roebuck and Company). Washington attracted notable figures to Tuskegee Institute, including Presidents William McKinley and Theodore Roosevelt. He received an honorary master's degree from Harvard University in 1896, and was a guest of President Roosevelt in the White House and of Queen Victoria in England. As a black leader, he offered inspiration and hope in a time when the future looked dismal for blacks.

In the last years before his death, Booker T. Washington created a powerful base of black influence in the South and a springboard for many blacks to prove the capabilities of a race presumed inferior by a white majority. Even before Washington's death, however, opposition to his national leadership of black Americans began to mount. Washington publicly had supported separate but equal rights, calling on white Americans to accept the employment of blacks and decrying efforts of members of his race to try to rise socially before their economic status had been secured. Washington's accommodating public image was matched by undercover efforts against discrimination and segregation. His decision to operate covertly reflected his belief that open warfare against racial prejudice would only solidify resisting forces that had gathered to prevent the economic and social advancement of blacks. One historian has evaluated Washington as

one of the great personalities in American history. Few, if any, have overcome greater obstacles to accomplish so much. Thoroughly dedicated to the betterment of his race but realistic in judging the possibilities and limitations of his environment, he steered a course designed to realize the greatest practical good for the greatest number of people.

Washington helped perpetuate strong leadership at Tuskegee by recognizing the capability of his successor, Robert R. Moton, another graduate of Hampton Institute in Virginia. Moton led the school for 20 years and won the respect of those who worked under him. In 1935, Dr. Frederick D. Patterson became

president, followed in 1953 by Dr. Luther H. Foster, who continues the tradition of forceful leadership.

George Washington Carver represents another important element in the institute's rich human legacy. He was a man dedicated to his scientific experiments and indebted, in his mind, to God for his inspiration. He was a humanitarian concerned with benefiting not just his race, but mankind.

Carver gained his widest recognition for his work with the peanut. Having anticipated the fall of "King Cotton," not only because the crop had robbed the soil of nitrates but also because the boll weevil by 1910 had devastated many cotton crops across the South, Carver set out to publicize the natural assets of the peanut, soybean, and sweet potato — all plants that returned nitrates to the soil and provided man with an abundant nutritional source. Assisted by Carver's efforts, by 1940, the peanut had become the second largest cash crop after cotton in the South, netting over \$2 million of business as one of the nation's six largest crops.

In 1939, Carver received national acclaim when he won the Roosevelt Medal as "a liberator to men of the white race as well as the black." The award recognized him as "one of the foremost agricultural chemists in the country, and as a vital factor in the economy and social progress of the South." Carver's work further demonstrated that ability was not determined by race; that blacks did contribute to the national welfare; and that Tuskegee Institute, as a center of learning and service, was making significant contributions to the human race.

Tuskegee Institute has offered many things to many people, but most of all it has provided blacks and other minority groups the opportunity to prove to themselves and to the world that education can make the man, regardless of his race or socioeconomic status. Tuskegee through the years has provided regional, national, and international communities with a progression of skilled laborers, educators, doctors, nurses, agricultural specialists, and scientists. Tuskegee Institute has effectively worked to reduce the level of prejudice, discrimination, and unequal opportunity within the United States. It has given aid to large areas of the South. It has been and continues to be an action-oriented institution with the social improvement of black Americans as its primary target.

The continuity of ideas at Tuskegee is also reflected in the physical layout of the campus. The core area of the institute's campus today more or less lies within the original 100-acre tract purchased in 1881. Within this historic area, a majority of the buildings date from Washington's lifetime and were constructed by students in accordance with the spirit and purpose of the initial educational method. Even as late as 1950, however, student labor was applied in the

construction of campus buildings. While only one historic frame school building still stands, there are over 20 historic brick buildings spread across the campus, and the laboratory where Carver conducted his last experiments still stands. The impressive architecture, including cylindrical brick pillars, buildings four and five stories high, and a massive domed structure, attest to the progress made by black Americans. The adjacent home of slave owners, Grey Columns, and that of the leader of ex-slaves, The Oaks, are symbols of great historical significance.

In addition to the historic structures, the grounds of the campus core area also reflect a continuity of ideas at Tuskegee. From the turn of the century, when Carver planted trees and laid out walkways, landscape development has been an important consideration. In 1905, David A. Williston, the first black to receive a degree in landscape architecture in this country (from Cornell University), came to teach at Tuskegee and took over the planning of the campus. Historic photographs clearly show that the core campus has changed little in the 70-odd years of growth, and that the spaciousness and openness of the area enhance the beauty and scale of the historic scene.

Another physical resource which has been perpetuated since the turn of the century is the large collection of papers on black history in Tuskegee's library. The many manuscripts give eloquent testimony to Tuskegee's role in this history.

Booker T. Washington's House — The Oaks — was constructed in 1899 of handmade bricks from the Tuskegee Institute brickyard. Washington's study, which has been restored and refurnished, shares the building with administrative offices. The two-story, 15-room home has a partial basement and a finished attic, and it is in good structural condition.

Carver Museum, erected in 1915, housed Dr. Carver's laboratory and now contains exhibits pertaining to his scientific experiments as well as exhibits on the history of the institute, a collection of African art, and 20 dioramas on black culture. The museum was dedicated in 1941 by Henry Ford. It is a one-story building of handmade bricks on a reinforced concrete slab. Remodeled in 1949, it is in good structural condition.

Grey Columns (Varner-Alexander House), built about 1856, was used as a private residence until 1972 and has subsequently been acquired by the National Park Service. It is a two-story stuccoed masonry structure of 7,800 square feet with 12-foot ceilings in its six large main-floor rooms. Historic American Building Survey drawings are available (Survey No. 16543). It also appears to be in sound structural condition.

VETERINARY MEDICINE (LARGE ANIMAL BARN)
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 CENTRAL COOLING PLANT
 KRESGE CENTER

TO TUSKEGEE & I-85

GRAVES OF
 BOOKER T. WASHINGTON &
 GEORGE WASHINGTON CARVER

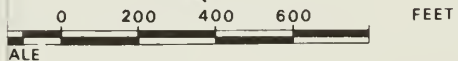
GREY COLUMNS

BUILDINGS OF KNOWN HISTORIC SIGNIFICANCE,
 OTHERS SUBJECT TO FUTURE DETERMINATION

HISTORIC BASE MAP
 TUSKEGEE INSTITUTE
 NATIONAL HISTORIC SITE

Macon County
 ALABAMA

UNITED STATES DEPARTMENT OF THE INTERIOR
 NATIONAL PARK SERVICE
 Denver Service Center



VISITORS

Tuskegee Institute has been an attraction for many years for people other than students' parents and alumni. National historic site designation will affect the number of visitors, but those categories of visitors who see Tuskegee today will probably remain the same. Present visitation, therefore, should be examined.

Visitors generally come either in student or family groups or on organized group tours. The student category primarily consists of high school students on field trips either to examine the campus as a possibility for future education or to participate in regional high school training programs and student conferences. Potential students frequently visit the campus with their families. Tourists usually come in family groups or on organized tours. Church groups dominate the organized tour category and consist of both adult and youth groups.

Tuskegee Institute is listed in several national touring guides as an important historic site, and visitors come from throughout the country. The immediate region (South Carolina, Georgia, Mississippi, Louisiana, Tennessee, and Florida) provides a large number of visitors. A seasonal visitation pattern can be discerned. Northern travelers (some on their way further south for the winter) visit primarily in the fall; southern travelers, primarily in the spring. The summer visitation peak typical of many National Park Service areas does not apply to Tuskegee, and the hot, humid Alabama summer climate may explain why.

Length of visitor stay is difficult to determine in terms of hours, but day use is the rule. Overnight facilities are scarce: The institute operates a guesthouse on campus and a motel has recently been constructed 4 miles from campus, otherwise no overnight facilities exist and accommodations must be sought in Auburn (18 miles northeast) or Montgomery. Admittedly, more local facilities are needed, but the new motel should meet present demands. It is not expected that national historic site designation will alter the general pattern of day-use visitation.

It is not known what the present rate of visitation is and estimates are difficult. An approximate figure of 16,000 annually has been used. Since there is no central visitor center, there might well be many visitors who are not counted. Projections for the historic site are even more difficult, but approximately 50,000 visitors annually are expected.

THE PLAN

Tuskegee Institute National Historic Site provides unique opportunities. Nowhere is there a better place to interpret this important phase of our nation's history. Nowhere is there a National Park Service unit operating within an ongoing educational institution. But, black history is a sensitive issue and the role of the National Park Service on a college campus needs definition. To make the historic site all that it can be, a spirit of cooperation between Tuskegee Institute and the National Park Service, based on a mutual understanding of philosophies and goals, must evolve.

A planning premise for Tuskegee Institute National Historic Site is that nothing the National Park Service does or proposes to do should interfere with the normal functioning of the school. Visitors need to recognize that they cannot disrupt classes; but they will, to a degree, be able to participate in the spirit of Tuskegee Institute.

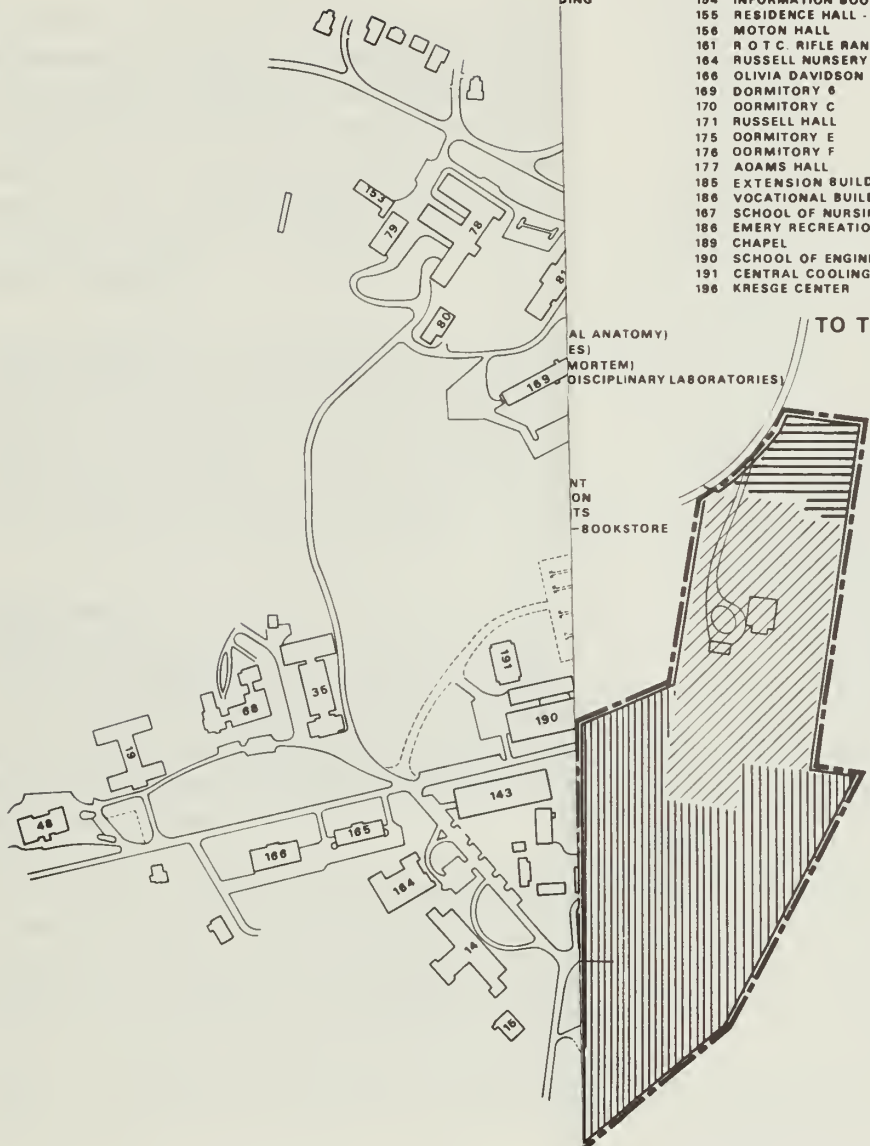
LANDOWNERSHIP

The site consists of two units, totaling about 80 acres: Grey Columns (20.73 acres) and the historic campus (approximately 53 acres). On the historic campus, The Oaks and 2.5 acres surrounding it and the Carver Museum and 0.86 acres surrounding it have been donated to the United States; the Grey Columns unit is federally owned. The rest of the campus will remain in institute ownership. A memorandum of agreement between Tuskegee Institute and the Department of the Interior will assure the perpetuation of the historic scenc (see appendix B).

RESOURCE CLASSIFICATION

The historical character of Tuskegee Institute National Historic Site is demonstrated in the classification of resources. Except for sections needed for parking (development zone) and the natural area behind Grey Columns (natural zone), resources will be managed in accordance with the National Park Service's policies for a historic zone.

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TO TUSKEGEE & I-85

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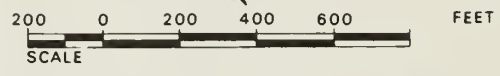
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- DEVELOPMENT
- NATURAL
- HISTORIC

**RESOURCE CLASSIFICATION MAP
TUSKEGEE INSTITUTE
NATIONAL HISTORIC SITE**

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- 12 CARNEGIE MUSIC HALL
- 13 CARVER MUSEUM
- 14 CHAMBLISS BUSINESS BUILDING
- 15 CHAMBLISS XINOERGARTEN
- 19 DAIRY BARN
- 21 DOROTHY HALL
- 22 DOUGLAS HALL
- 23 EMERY ONE
- 24 EMERY TWO
- 25 EMERY THREE
- 28 EMERY FOUR
- 27 FRISSELL LIBRARY
- 35 FARM MECHANIZATION CENTER
- 3T JOHN A. ANDREW HOSPITAL

KEY TO STRUCTURES

- 39 HUNTINGTON HALL
- 39 HUNTINGTON ACADEMIC BUILDING
- 40 JAMES HALL
- 41 LAUNDROMAT
- 42 LOGAN HALL
- 45 MILBANK HALL
- 49 NURSES HOME
- 50 PHELPS HALL
- 53 POWER PLANT
- 58 ROCKEFELLER HALL
- 57 SAGE HALL
- 64 TANTUM HALL
- 65 THRASHER HALL
- 66 TOMPXINS HALL
- 68 FOOD PROCESSING CENTER
- 69 PHYSICS HALL
- 70 WASHINGTON HALL
- 72 WHITE HALL
- 73 WILLCOX BUILDING A
- 74 WILLCOX BUILDING B
- 75 WILLCOX BUILDING C
- 78 WILLCOX BUILDING D
- TT WILLCOX BUILDING E
- 76 VETERINARY MEDICINE (CLINICAL ANATOMY)
- 79 VETERINARY MEDICINE (STABLES)
- 80 VETERINARY MEDICINE (POST MORTEM)
- 81 VETERINARY MEDICINE (MULTIDISCIPLINARY LABORATORIES)
- 85 COTTAGE #5
- 85 THE OAKS
- 114 COTTAGE #48
- 115 PINEHURST COTTAGE
- 115 COTTAGE #49
- 138 SAND COTTAGE
- 143 PHYSICAL PLANT DEPARTMENT
- 144 CENTRAL TRANSPORTATION
- 147 CHAMBLISS APARTMENTS
- 148 CARVER FOUNDATION-BOOKSTORE
- 153 VETERINARY MEDICINE (LARGE ANIMAL BARN)
- 154 INFORMATION BOOTH
- 155 RESIDENCE HALL - WOMEN
- 159 MOTON HALL
- 161 ROTC RIFLE RANGE
- 184 RUSSELL NURSERY SCHOOL
- 188 OLIVIA DAVIDSON HALL
- 169 DORMITORY B
- 170 DORMITORY C
- 171 RUSSELL HALL
- 175 DORMITORY E
- 178 DORMITORY F
- 177 ADAMS HALL
- 165 EXTENSION BUILDING
- 180 VOCATIONAL BUILDING
- 187 SCHOOL OF NURSING O'CONNOR HALL
- 186 EMERY RECREATION CENTER
- 199 CHAPEL
- 190 SCHOOL OF ENGINEERING
- 191 CENTRAL COOLING PLANT
- 188 XRESGE CENTER

**CARVER MUSEUM
(0.86 ACRES)**

OLD MONTGOMERY ROAD

**THE OAKS
(2.5 ACRES)**

**GREY COLUMNS
(20.73 ACRES)**

TO TUSKEGEE & I-85

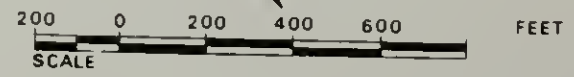
LEGEND

- SITE BOUNDARY
- FEDERAL OWNERSHIP
- HISTORIC CAMPUS DISTRICT (INSTITUTE OWNERSHIP)
- ==== DEVELOPMENT
- ||||| NATURAL
- //// HISTORIC

**RESOURCE CLASSIFICATION MAP
TUSKEGEE INSTITUTE
NATIONAL HISTORIC SITE**

**Macon County
ALABAMA**

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE
Denver Service Center



VISITOR USE

The visitor-use concept for the park is quite simple. Visitors will be introduced to the history and philosophy of Tuskegee Institute at an interpretive center housed in Grey Columns. Afterwards, they will either drive their own vehicles or walk to The Oaks and the nearby Carver Museum, and then take a walking tour of the campus. After the tour, they will return to their cars at either The Oaks or Grey Columns. The extent of required new development will be limited to parking, a road relocation, and restoration of federally owned historic structures.

Traffic congestion on campus today is considerable, particularly on Old Montgomery Road. During the preparation of this plan, use of a bus to transport visitors from Grey Columns to The Oaks and return was considered. But estimated initial visitor use does not justify a bus system. In the future, further consideration should be given to this idea, and to the possibility of a joint bus system with the institute.

Grey Columns

Aided by appropriate signing, most visitors will find their way to the institute from Interstate 85, through the town of Tuskegee, to an interpretive center in Grey Columns. This structure, used as a private residence since its construction, has been well maintained, although the grounds are somewhat overgrown. The house has not been significantly modified since historic times, except for an addition on the rear.

There are certain aspects of the Tuskegee story that The Oaks, the Carver Museum, and the other historic buildings on campus cannot visually convey. The historical setting must be established for visitors to understand why schools such as Tuskegee were founded. These broader aspects can be interpreted at Grey Columns. Moreover, many visitors will be able to envision a great deal about the antebellum South just by looking at Grey Columns, and much of the impact of the experience will come as they proceed up the front walk and enter the main door.

Parking should be adjacent to Old Montgomery Road rather than behind Grey Columns, and it should not interfere with the axial relationship between the road and Grey Columns. Space is available without intruding on the setting of the mansion for 75 cars and several buses. This amount of parking should be adequate for the near future and may well serve visitor use for quite some time. If additional parking is needed in the future, it will be possible to construct a road parallel to the eastern boundary of the property and another parking area behind the mansion. However, this would be somewhat undesirable from the standpoint of having visitors approach the mansion from the rear. Historical research might show that there was a garden adjacent to the house.

This might be reconstructed and could provide a pleasant rear approach to the mansion. The wooded area behind the mansion can be used for environmental education and a nature trail.

Space should be available in Grey Columns for administrative offices. Maintenance space could be provided in the existing detached garage.

Several alternatives to the use of Grey Columns as an interpretive center were considered in developing the plan. The possibility of constructing a new building either near Interstate 85 or near the campus was discounted. A new building would cost more than using Grey Columns. The Oaks was rejected as a possible interpretive center because the story of Booker T. Washington is itself of primary significance and his private residence will most appropriately be used to tell this story rather than the overall Tuskegee Institute story.

The Oaks

Booker T. Washington bought the land and built The Oaks as his private residence. As visitors enter the building, the impression should be of an occupied home. Several of the principal rooms should be restored to reflect Washington's life-style — in other words, how did the home reflect the man?

It can probably be said that Tuskegee was Washington's life — nearly everything he did revolved around assuring the success of the school. But there was much more to Washington. Interpretation at his home should be concerned with his private successes and failures, and his family and friends should be introduced and their roles in his life suggested.

A site for a visitor parking area is available behind The Oaks on land now occupied by tennis courts and already used for some parking. The area will be screened from the historic structure by vegetation.

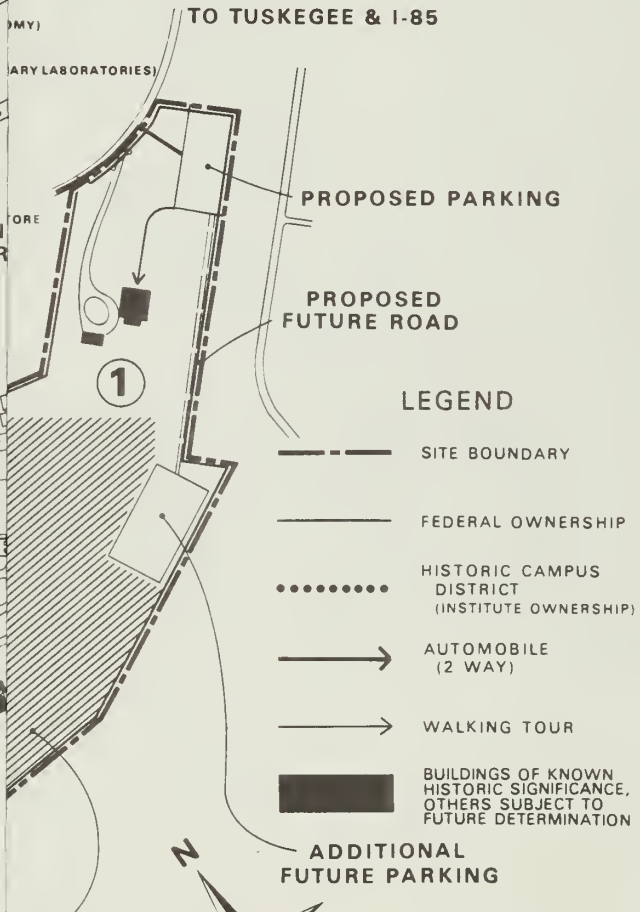
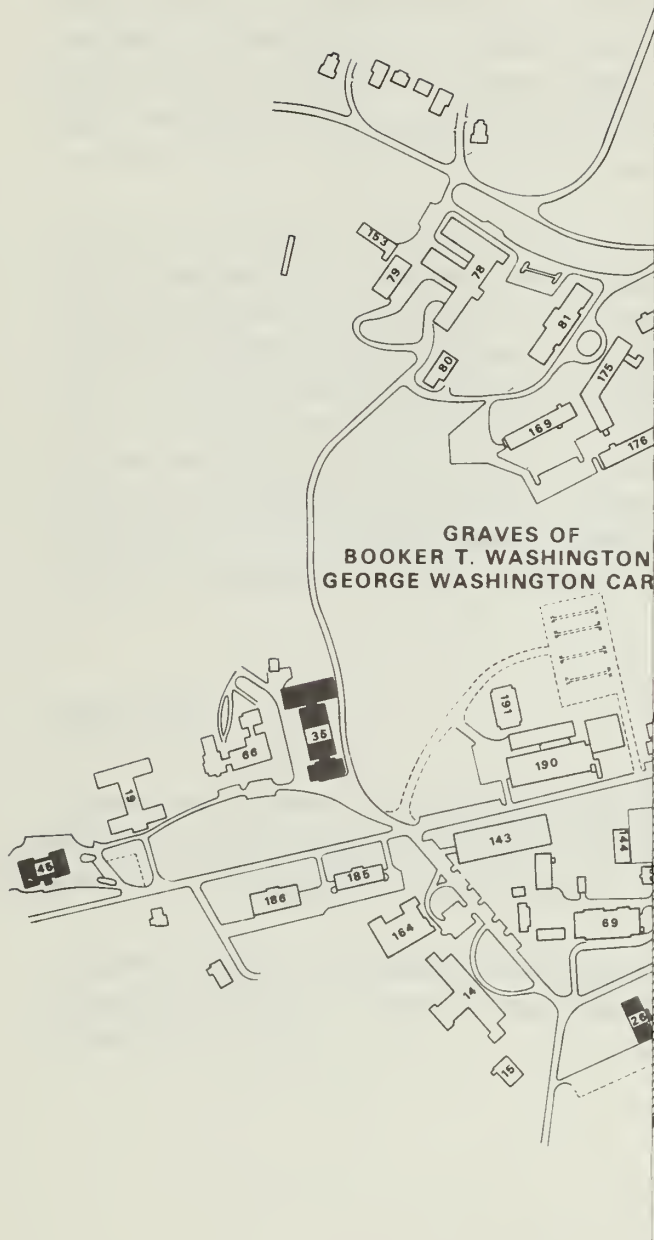
Carver Museum

George Washington Carver spent most of his productive life at the institute. This museum, which he established in 1938 and where he worked during his last years, can be used to interpret his experiments on soils and plants. The intent should be to recreate the museum and laboratory much as it was in Carver's day.

Campus Tour

The architecture of the historic buildings on campus is homogeneous; thus visitors' interest probably will not be sustained by the structures themselves. Ways, including the use of volunteer student guides, should be explored to help visitors experience the inner workings of the institute. One suggestion is to have a special course on contemporary black history held inside a class-

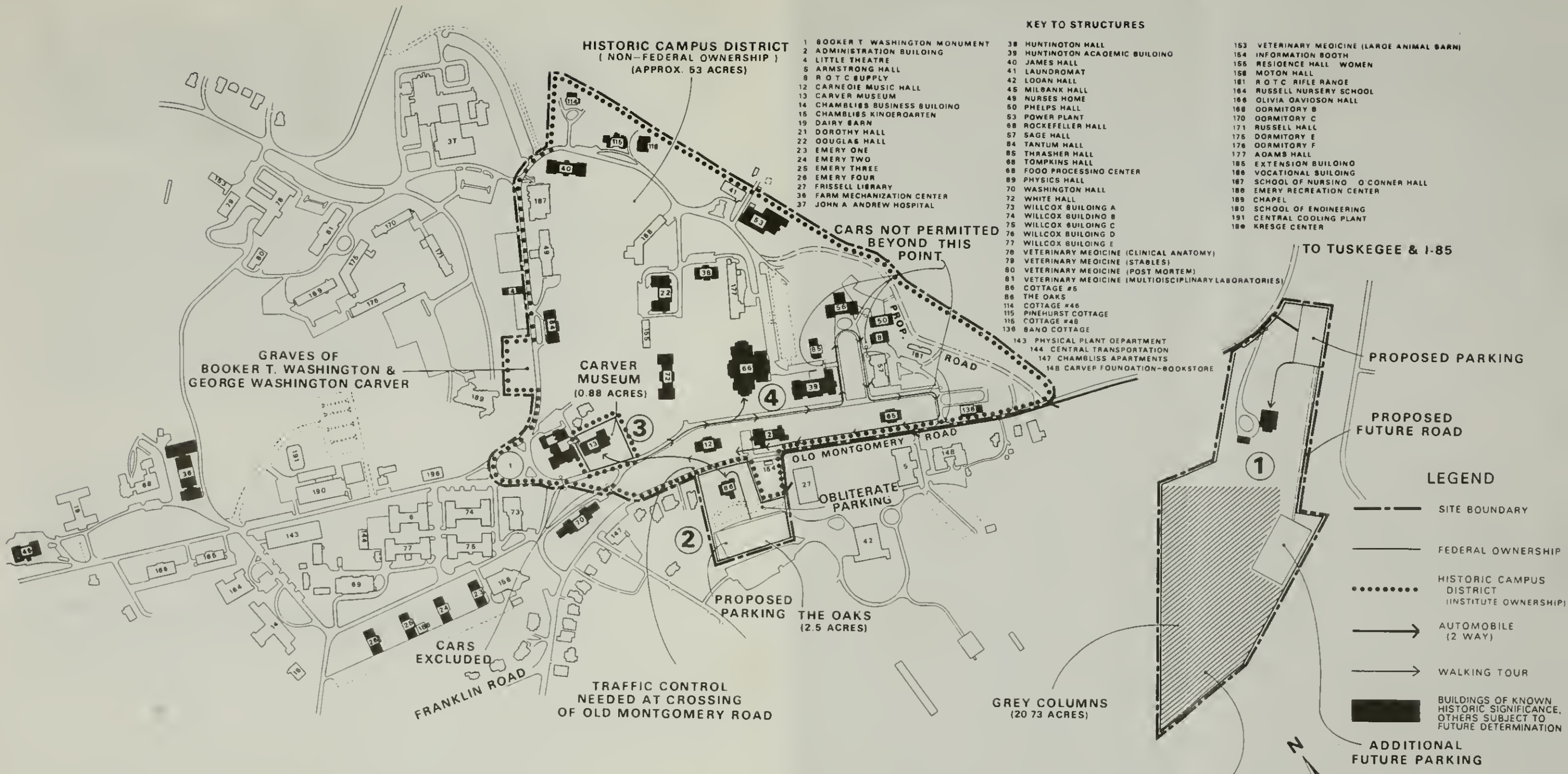
- 163 VETERINARY MEDICINE (LARGE ANIMAL BARN)
- 164 INFORMATION BOOTH
- 156 RESIDENCE HALL - WOMEN
- 156 MOTON HALL
- 181 R O T C RIFLE RANGE
- 164 RUSSELL NURSERY SCHOOL
- 166 OLIVIA DAVIDSON HALL
- 169 DORMITORY B
- 170 DORMITORY C
- 171 RUSSELL HALL
- 175 DORMITORY E
- 178 DORMITORY F
- 177 ADAMS HALL
- 185 EXTENSION BUILDING
- 186 VOCATIONAL BUILDING
- 187 SCHOOL OF NURSING - O'CONNOR HALL
- 188 EMERY RECREATION CENTER
- 189 CHAPEL
- 190 SCHOOL OF ENGINEERING
- 191 CENTRAL COOLING PLANT
- 196 KRESGE CENTER



- 1 GREY COLUMNS**
INTERPRETATION / ADMINISTRATION
- 2 THE OAKS**
INTERPRETATION (HISTORIC HOUSE)
- 3 CARVER MUSEUM**
INTERPRETATION (CARVER LABORATORIES)
- 4 THE CAMPUS**
INTERPRETATION

CONCEPT PLAN

HISTORIC SITE



KEY TO STRUCTURES

- | | | |
|--------------------------------|---|---|
| 1 BOOKER T WASHINGTON MONUMENT | 38 HUNTINGTON HALL | 153 VETERINARY MEDICINE (LARGE ANIMAL BARN) |
| 2 ADMINISTRATION BUILDING | 39 HUNTINGTON ACADEMIC BUILDING | 154 INFORMATION BOOTH |
| 4 LITTLE THEATRE | 40 JAMES HALL | 155 RESIDENCE HALL WOMEN |
| 5 ARMSTRONG HALL | 41 LAUNDROMAT | 158 MOTON HALL |
| 8 ROT C SUPPLY | 42 LOAN HALL | 181 ROT C RIFLE RANGE |
| 12 CARNEGIE MUSIC HALL | 45 MILBANK HALL | 184 RUSSELL NURSERY SCHOOL |
| 13 CARVER MUSEUM | 49 NURSES HOME | 186 OLIVIA OAVIISON HALL |
| 14 CHAMBLISS BUSINESS BUILDING | 50 PHELPS HALL | 188 DORMITORY B |
| 15 CHAMBLISS KINDERGARTEN | 53 POWER PLANT | 170 DORMITORY C |
| 19 DAIRY BARN | 68 ROCKEFELLER HALL | 171 RUSSELL HALL |
| 21 DOROTHY HALL | 57 SAGE HALL | 175 DORMITORY E |
| 22 DOUGLAS HALL | 84 TANTUM HALL | 176 DORMITORY F |
| 23 EMERY ONE | 85 THRASHER HALL | 177 AOAMS HALL |
| 24 EMERY TWO | 88 TOMPKINS HALL | 185 EXTENSION BUILDING |
| 25 EMERY THREE | 88 FOOD PROCESSING CENTER | 186 VOCATIONAL BUILDING |
| 26 EMERY FOUR | 89 PHYSICS HALL | 187 SCHOOL OF NURSING O CONNER HALL |
| 27 FRISSELL LIBRARY | 70 WASHINGTON HALL | 188 EMERY RECREATION CENTER |
| 36 FARM MECHANIZATION CENTER | 72 WHITE HALL | 189 CHAPEL |
| 37 JOHN A. ANDREW HOSPITAL | 73 WILLCOX BUILDING A | 180 SCHOOL OF ENGINEERING |
| | 74 WILLCOX BUILDING B | 191 CENTRAL COOLING PLANT |
| | 75 WILLCOX BUILDING C | 180 KRESGE CENTER |
| | 76 WILLCOX BUILDING D | |
| | 77 WILLCOX BUILDING E | |
| | 78 VETERINARY MEDICINE (CLINICAL ANATOMY) | |
| | 79 VETERINARY MEDICINE (STABLES) | |
| | 80 VETERINARY MEDICINE (POST MORTEM) | |
| | 81 VETERINARY MEDICINE (MULTIDISCIPLINARY LABORATORIES) | |
| | 86 COTTAGE #5 | |
| | 86 THE OAKS | |
| | 114 COTTAGE #48 | |
| | 115 PINEHURST COTTAGE | |
| | 116 COTTAGE #48 | |
| | 139 SAND COTTAGE | |
| | 143 PHYSICAL PLANT DEPARTMENT | |
| | 144 CENTRAL TRANSPORTATION | |
| | 147 CHAMBLISS APARTMENTS | |
| | 148 CARVER FOUNDATION-BOOKSTORE | |

- 1 GREY COLUMNS**
INTERPRETATION / ADMINISTRATION
- 2 THE OAKS**
INTERPRETATION (HISTORIC HOUSE / WALKING TOURS)
- 3 CARVER MUSEUM**
INTERPRETATION (CARVER LABORATORY)
- 4 THE CAMPUS**
INTERPRETATION

GENERAL DEVELOPMENT PLAN

TUSKEGEE INSTITUTE NATIONAL HISTORIC SITE

ALABAMA

UNITED STATES DEPARTMENT OF THE INTERIOR - NATIONAL PARK SERVICE

room building and visitors would be invited to participate. If this were not possible, the interpretive center could be used. Other suggestions would be to have visitors see the School of Veterinary Medicine, the chapel, attend evening social events, and visit the student union in Tompkins Hall. There might also be staged outdoor impromptu concerts, rehearsals, or student debates.

In order for visitors to enjoy their campus walking tour, they should be able to forget about not only their own cars, but about cars in general. The general development plan proposes, and the legislation permits, the construction of a new road following the alignment of the old railroad bed to the steam plant. This would allow the institute to continue functioning normally, and at the same time it would remove cars from the main portion of the historic campus. Another car-related intrusion is the heavily traveled Old Montgomery Road. It is not only an intrusion but also a safety hazard to both visitors and students. The National Park Service and the institute should work with state and local officials with regard to relocating this highway.

RESEARCH

Because Grey Columns, The Oaks, and the Carver Museum are historic structures, structures and furnishings reports should be completed before any restoration, renovation, or refurnishing is undertaken.

Interpretive programs will depend strongly upon research about the situation and setting at the time of Booker T. Washington. Research materials are available at the institute.

APPENDIXES

A:	LEGISLATION	26
B:	MEMORANDUM OF AGREEMENT	28
C:	MANAGEMENT OBJECTIVES	39

A: LEGISLATION



Public Law 93-486
93rd Congress, H. R. 13157
October 26, 1974

An Act

88 STAT. 1461

To provide for the establishment of the Clara Barton National Historic Site, Maryland; John Day Fossil Beds National Monument, Oregon; Knife River Indian Villages National Historic Site, North Dakota; Springfield Armory National Historic Site, Massachusetts; Tuskegee Institute National Historic Site, Alabama; Martin Van Buren National Historic Site, New York; and Sewall-Beimont House National Historic Site, Washington, District of Columbia; and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

Historic sites and national monument. Establishment.

TITLE I

SEC. 101. (a) Unless otherwise provided hereafter, the Secretary of the Interior (hereinafter referred to as the "Secretary") is authorized to acquire by purchase with donated or appropriated funds, donation, exchange, or by transfer from another Federal agency such lands and interests in lands as hereafter provided for establishment as units of the national park system, as follows:

Land acquisition.

... (5) for establishment as the Tuskegee Institute National Historic Site, Alabama, those lands depicted on the map entitled "Boundary Map, Tuskegee Institute National Historic Site, Alabama", numbered NHS-TI 20,000-C and dated September 1973, which shall include the home of Booker T. Washington, the Carver Museum, and an antebellum property adjacent to the campus of Tuskegee Institute, known as Grey Columns; and

Tuskegee Institute National Historic Site, Ala. 16 USC 461 note.

(6) for establishment as the Martin Van Buren National Historic Site, New York, those lands depicted on the map entitled "Boundary Map, Martin Van Buren National Historic Site, New York", numbered NHS-MAVA-91,001 and dated January 1974, which shall include the home of Martin Van Buren, eighth President of the United States.

Martin Van Buren National Historic Site, N. Y. 16 USC 461 note.

(b) The Secretary may also acquire personal property associated with the areas referred to in subsection (a) of this section. Lands and interests therein owned by a State or any political subdivision thereof which are acquired for the purposes of subsection (a) of this section may be acquired only by donation.

Personal property, acquisition.

SEC. 102. (a) When the Secretary determines that an adequate interest in lands has been acquired to constitute an administrable unit for each of the areas described in section 1 of this Act, he may, after notifying the Committees on Interior and Insular Affairs of the United States Congress of his intention to do so at least fourteen days in advance, declare the establishment of such unit by publication of a notice to that effect in the Federal Register. Such notice shall contain a map or other description of the boundaries of the unit, together with an explanation of the interests acquired and the costs incident thereto. The Secretary may refrain from acquiring property for establishment of any unit authorized by this Act where, in his judgment, satisfactory agreements or donations with respect to properties which are needed for the protection and administration of a particular unit have not been consummated with the owners of such properties.

Notice to congressional committees.

Publication in Federal Register.

Administration.

(b) Pending the establishment of each unit and, thereafter, the Secretary shall administer the property acquired pursuant to this Act in accordance with the provisions of the Act of August 25, 1916 (39 Stat. 535), as amended and supplemented, and, to the extent applicable, the provisions of the Act of August 21, 1935 (49 Stat. 666), as amended.

16 USC 1.
16 USC 461.

Tuskegee Insti-
tute National
Historic Site,
road construc-
tion.

SEC. 103. Notwithstanding any other provision of law, the Secretary is authorized to construct roads on real property in non-Federal ownership within the boundaries of the Tuskegee Institute National Historic Site. Any roads so constructed shall be controlled and maintained by the owners of the real property.

Appropriation.

SEC. 104. There are authorized to be appropriated such sums as may be necessary to carry out the provisions of this Act, not to exceed, however, the following:

- • • (e) Tuskegee Institute National Historic Site, \$185,000 for the acquisition of lands and interests in lands and \$2,722,000 for development; and
- (f) Martin Van Buren National Historic Site, \$213,000 for acquisition of lands and interests in lands and \$2,737,000 for development. . . .

... Approved October 26, 1974.

LEGISLATIVE HISTORY:

HOUSE REPORT No. 93-1285 (Comm. on Interior and Insular Affairs)
SENATE REPORT No. 93-1233 (Comm. on Interior and Insular Affairs)
CONGRESSIONAL RECORD, Vol. 120 (1974):

Aug. 19, considered and passed House.
Oct. 8, considered and passed Senate, amended.
Oct. 16, House concurred in Senate amendments.

B: MEMORANDUM OF AGREEMENT

MEMORANDUM OF AGREEMENT OF AUGUST 25, 1976
BETWEEN THE DEPARTMENT OF THE INTERIOR AND
THE TRUSTEES OF TUSKEGEE INSTITUTE RELATING
TO THE PRESERVATION OF THE ORIGINAL CAMPUS
OF TUSKEGEE INSTITUTE IN TUSKEGEE INSTITUTE
NATIONAL HISTORIC SITE

THIS AGREEMENT, made and entered into this 25th day of August, 1976, by and between the United States of America, acting in this behalf through the Department of the Interior, National Park Service, by the Southeast Regional Director, National Park Service, hereinafter referred to as the "Regional Director," party of the first part, and Tuskegee Institute, an educational corporation located at Tuskegee, Alabama, hereinafter referred to as "Institute," acting in this behalf by Luther H. Foster, President, who is duly authorized to act herein by the Trustees of Tuskegee Institute, party of the second part,

WITNESSETH:

WHEREAS, the original campus of Tuskegee Institute, located at Tuskegee, Alabama, possesses national significance in illustrating the educational and economic advancement of black Americans under the leadership of Booker T. Washington, George Washington Carver, and others; and

WHEREAS, the continuing educational function of Tuskegee Institute, centered on the historic campus with its buildings erected with student labor, is a valuable living element in commemorating the significance of Tuskegee's past; and

WHEREAS, it is the intent of the Congress that the original campus and associated historic buildings of Tuskegee Institute be included in a national historic site and be preserved and interpreted for the inspiration and benefit of the people of the United States;

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants herein expressed and pursuant to the Act of October 26, 1974 88 Stat. 1461, the said parties have covenanted and agreed, and by their presents do covenant and agree, as follows:

ARTICLE I. Institute agrees, for itself, its successors, and assigns, that

a. Institute will, within six months of the date of this agreement and subject to existing easements, donate to the United States, the fee simple title to the home of Booker T. Washington, "The Oaks," and the Carver Museum, and the parcels of land on which they are located, as defined on the map entitled Tuskegee Institute National Historic Site, numbered NHS-TI-20,000C dated September, 1973, which is attached hereto as Exhibit A. The historic personal property they contain associated with Booker T. Washington and George Washington Carver shall, at the same time, be loaned by the Institute to the United States for as long as the United States maintains the Tuskegee Institute National Historic Site in accordance with the Memorandum of Agreement, which personal property is identified on the inventory attached hereto as Exhibit B;

b. Institute will preserve in perpetuity the historical character of that portion of Tuskegee Institute National Historic Site identified on Exhibit A as the Historic Campus District of Tuskegee Institute National Historic Site, hereinafter referred to as the "Historic Campus District";

c. No alterations or repairs substantially changing the external character or appearance of the buildings or grounds in the Historic Campus District, and no new construction therein, shall be undertaken by the Institute until the plans therefor have been approved by the Regional Director; provided that, in the event the Regional Director does not act upon such plans within ninety (90) days from his receipt thereof, the plans shall be deemed to be approved by the Regional Director;

d. The Regional Director shall have access to all public portions of the buildings and grounds of the Historic Campus District for the purpose of inspecting and interpreting to the public said buildings and grounds;

e. The public shall be admitted without charge by the Trustees to the buildings and grounds of the Historic Campus District at all reasonable times insofar as is consistent with preservation of the Historic Campus District and with its primary use for educational purposes;

f. Upon approving the design and construction specifications referred to in Article II(e) for the construction of the access road within the Historic Campus District designated as "PROP. ROAD" on the map entitled General Development Plan - Tuskegee Institute National Historic Site, numbered NHS-TI-20,001C dated September, 1973, which is attached hereto as Exhibit C, Institute will grant to the Regional Director permission to enter upon the lands of the Tuskegee Institute within the boundaries of the Historic Campus District and to locate and construct thereon said access road, together with the right to trim, cut, fell, and remove underbrush, obstructions, and other vegetation, structures, and obstacles within the limits of the access road as designated on the attached map and subject to any existing easements for public roads and highways, public utilities, and pipelines. Upon completion of construction and certification by the Regional Director, in accordance with Article II(e), Institute shall assume the full and exclusive responsibility for the maintenance and repair of the access road and for the control of vehicular and pedestrian use and any other use thereof;

g. Except for service or emergency vehicles, Institute will, upon completion of the access road described in Article I(f) and II(e), deny vehicular access to those areas within the Historic Campus District defined on Exhibit C;

h. Institute will comply with Title VI of the Civil Rights Act of 1964, 78 Stat. 252-253, 42 U.S.C. Secs. 2000-2000d-4 (1970) and the regulations issued pursuant thereto, and Executive Order No. 11246, September 24, 1965, 30 F.R. 12319, as amended, and the regulations issued pursuant thereto.

ARTICLE II. The Regional Director agrees, on behalf of the United States of America, subject to the availability of appropriated funds, and provided that nothing herein shall be construed as binding the Regional Director to expend in any one fiscal year any sum in excess of appropriations made by the Congress for that fiscal year in furtherance of the subject matter of this agreement, or to involve the United States in any contract or other obligation for the future expenditures of money in excess of such appropriations:

a. To undertake, after consultation with the Institute, the restoration, preservation, and operation as an historic house museum "The Oaks," home of Booker T. Washington, and, after consultation with the Institute, the restoration, preservation, and operation of the Carver Museum as a laboratory/museum depicting the life and work of George Washington Carver;

b. To undertake, after consultation with the Institute, the development and operation of an interpretive center in which will be told the story of the establishment and growth of Tuskegee Institute and the lives of Booker T. Washington and George Washington Carver;

c. To cooperate with Institute in the preservation of the Historic Campus District and to provide technical advice and assistance in its preservation;

d. To cooperate with Institute in all appropriate and mutually agreeable ways in fulfilling the purposes of Tuskegee Institute National Historic Site;

e. To present design and construction specifications for the construction of the access road within the Historic Campus District designated on Exhibit C as "PROP. ROAD" to Institute for approval, and, upon approval of said design and construction specifications and the granting of the permission and rights referred to in Article I(f) by Institute, to construct the access road referred to in Article I(f). Upon completion of the construction of the access road, the Regional Director shall certify that the road meets and complies with the design and construction specifications approved by the Institute, the certification by the Regional Director shall be conclusive and binding on Institute;

f. To provide, subject to the approval of the Institute, surveys and title evidence for "The Oaks," the Carver Museum, and associated parcels of land to be conveyed pursuant to Article I(a), and

g. To provide such security for "The Oaks," the Carver Museum, and associated parcels of land and personal property as he deems appropriate after consultation with Institute.

ARTICLE III. It is further understood and agreed that

a. The Historic Campus District, subject to the covenants above set forth, shall remain the property of Tuskegee Institute, to be used by it for educational purposes;

b. Wherever in this agreement the Regional Director is referred to, the term shall include his duly authorized representative(s) and his duly appointed successor;

c. No Member of or Delegate to Congress, or Resident Commissioner, shall be admitted to any share or part of this agreement or to any benefit that may arise therefrom, but this provision shall not be construed to extend to this agreement if made with a corporation for its general benefit;

d. Institute may, subject to prior approval of the Regional Director and upon such terms and conditions as he may deem advisable, enlist the cooperation of other organizations interested in the preservation of the Historic Campus District in assisting Institute to preserve, protect, and interpret the property; provided that, in the event the Regional Director does not act upon proposals for the cooperation of such organizations within ninety (90) days from his receipt thereof, the proposals shall be deemed to be approved by the Regional Director;

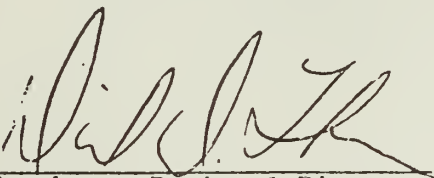
e. It is the purpose of both parties to this agreement to develop a unified, long-range program of preservation, development, protection, and interpretation for Tuskegee Institute National Historic Site for the inspiration and benefit of the people of the United States, and to secure this result a high degree of cooperation is necessary with each other, and the parties hereto pledge themselves to consult on all matters of importance to the program;

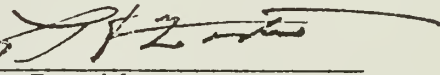
f. This Agreement shall continue in force and in effect indefinitely unless terminated by mutual consent of both parties. From time to time

the provisions of this Agreement may be modified by the mutual assent of both parties. Such termination or modification shall not be effective unless made in writing signed by duly authorized representatives of the United States and Institute.

UNITED STATES OF AMERICA

TUSKEGEE INSTITUTE

By 
Southeast Regional Director
National Park Service
Department of the Interior

By 
President

NOTE: Exhibit B, referenced in the memorandum, is not included in this copy of the agreement. This is a lengthy inventory list of personal property at The Oaks and Carver Museum, and it is not germane to this plan. Exhibits A and C, referenced in the memorandum, follow this page.



- VETERINARY MEDICINE BARN
- INFORMATION BOOTH
- RESIDENCE HALL WOMEN
- ROTON HALL
- Q T C RIFLE RANGE
- RUSSELL NURSERY SCHOOL
- OLIVIA OAVIOSON HALL
- ORATORY B
- ORATORY C
- ORATORY O
- ORATORY E
- 37 ORATORY F
- ORATORY G
- XTENSION BUILDING
- OCATIONAL BUILDING
- SCHOOL OF NURSING O CONNER HALL
- MERY RECREATION CENTER
- HAPEL
- SCHOOL OF ENGINEERING
- ENTRAL COOLING PLANT

TO TUSKEGEE & I-85

CARVE MUSEUM
(1088 ACRES)

LEGEND




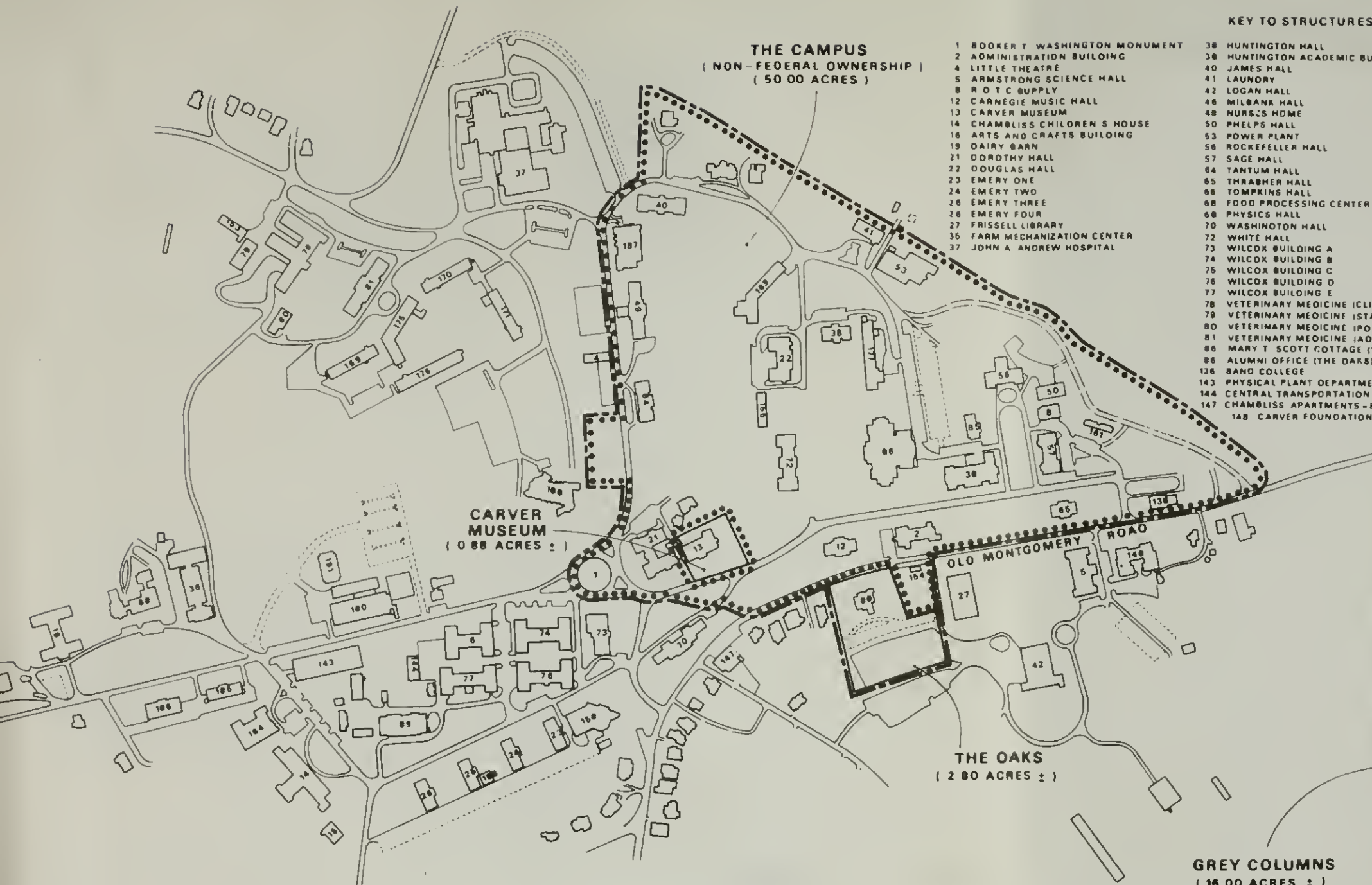
-  PARK BOUNDARY
-  FEDERAL OWNERSHIP
-  HISTORIC CAMPUS DISTRICT (INSTITUTE OWNERSHIP)

EXHIBIT A

**BOUNDARY MAP
TUSKEGEE INSTITUTE
NATIONAL HISTORIC SITE
Macon County
ALABAMA**

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE
NOVEMBER 1973 NHS TI 20 000 C
Denver Service Center





THE CAMPUS
(NON-FEDERAL OWNERSHIP)
(50.00 ACRES)

CARVER MUSEUM
(0.88 ACRES ±)

THE OAKS
(2.80 ACRES ±)

GREY COLUMNS
(16.00 ACRES ±)

KEY TO STRUCTURES

- | | | |
|---------------------------------|---|-------------------------------------|
| 1 BOOKER T. WASHINGTON MONUMENT | 38 HUNTINGTON HALL | 153 VETERINARY MEDICINE BARN |
| 2 ADMINISTRATION BUILDING | 39 HUNTINGTON ACADEMIC BUILDING | 154 INFORMATION BOOTH |
| 4 LITTLE THEATRE | 40 JAMES HALL | 155 RESIDENCE HALL WOMEN |
| 5 ARMSTRONG SCIENCE HALL | 41 LAUNDRY | 158 MOTON HALL |
| 8 R O T C SUPPLY | 42 LOGAN HALL | 161 R O T C RIFLE RANGE |
| 12 CARNEGIE MUSIC HALL | 46 MILBANK HALL | 164 RUSSELL NURSERY SCHOOL |
| 13 CARVER MUSEUM | 48 NURSES HOME | 168 OLIVIA DAVIDSON HALL |
| 14 CHAMBLISS CHILDREN'S HOUSE | 50 PHELPS HALL | 169 DORMITORY B |
| 16 ARTS AND CRAFTS BUILDING | 53 POWER PLANT | 170 DORMITORY C |
| 19 DAIRY BARN | 56 ROCKEFELLER HALL | 171 DORMITORY D |
| 21 DOROTHY HALL | 57 SAGE HALL | 175 DORMITORY E |
| 22 DOUGLAS HALL | 64 TANTUM HALL | 176 DORMITORY F |
| 23 EMERY ONE | 65 THRASHER HALL | 177 DORMITORY G |
| 24 EMERY TWO | 66 TOMPKINS HALL | 185 EXTENSION BUILDING |
| 26 EMERY THREE | 68 FOOD PROCESSING CENTER | 186 VOCATIONAL BUILDING |
| 26 EMERY FOUR | 68 PHYSICS HALL | 187 SCHOOL OF NURSING O'CONNOR HALL |
| 27 FRISSELL LIBRARY | 70 WASHINGTON HALL | 188 EMERY RECREATION CENTER |
| 36 FARM MECHANIZATION CENTER | 72 WHITE HALL | 189 CHAPEL |
| 37 JOHN A. ANDREW HOSPITAL | 73 WILCOX BUILDING A | 190 SCHOOL OF ENGINEERING |
| | 74 WILCOX BUILDING B | 191 CENTRAL COOLING PLANT |
| | 75 WILCOX BUILDING C | |
| | 76 WILCOX BUILDING D | |
| | 77 WILCOX BUILDING E | |
| | 78 VETERINARY MEDICINE (CLINICAL ANATOMY) | |
| | 79 VETERINARY MEDICINE (STABLES) | |
| | 80 VETERINARY MEDICINE (POST MORTEM) | |
| | 81 VETERINARY MEDICINE (ADMINISTRATIVE) | |
| | 86 MARY T. SCOTT COTTAGE (YM YWCA) | |
| | 86 ALUMNI OFFICE (THE OAKS) | |
| | 136 BAND COLLEGE | |
| | 143 PHYSICAL PLANT DEPARTMENT | |
| | 144 CENTRAL TRANSPORTATION | |
| | 147 CHAMBLISS APARTMENTS - BOOKSTORE | |
| | 148 CARVER FOUNDATION | |

LEGEND

- PARK BOUNDARY
- FEDERAL OWNERSHIP
- HISTORIC CAMPUS DISTRICT (INSTITUTE OWNERSHIP)

EXHIBIT A

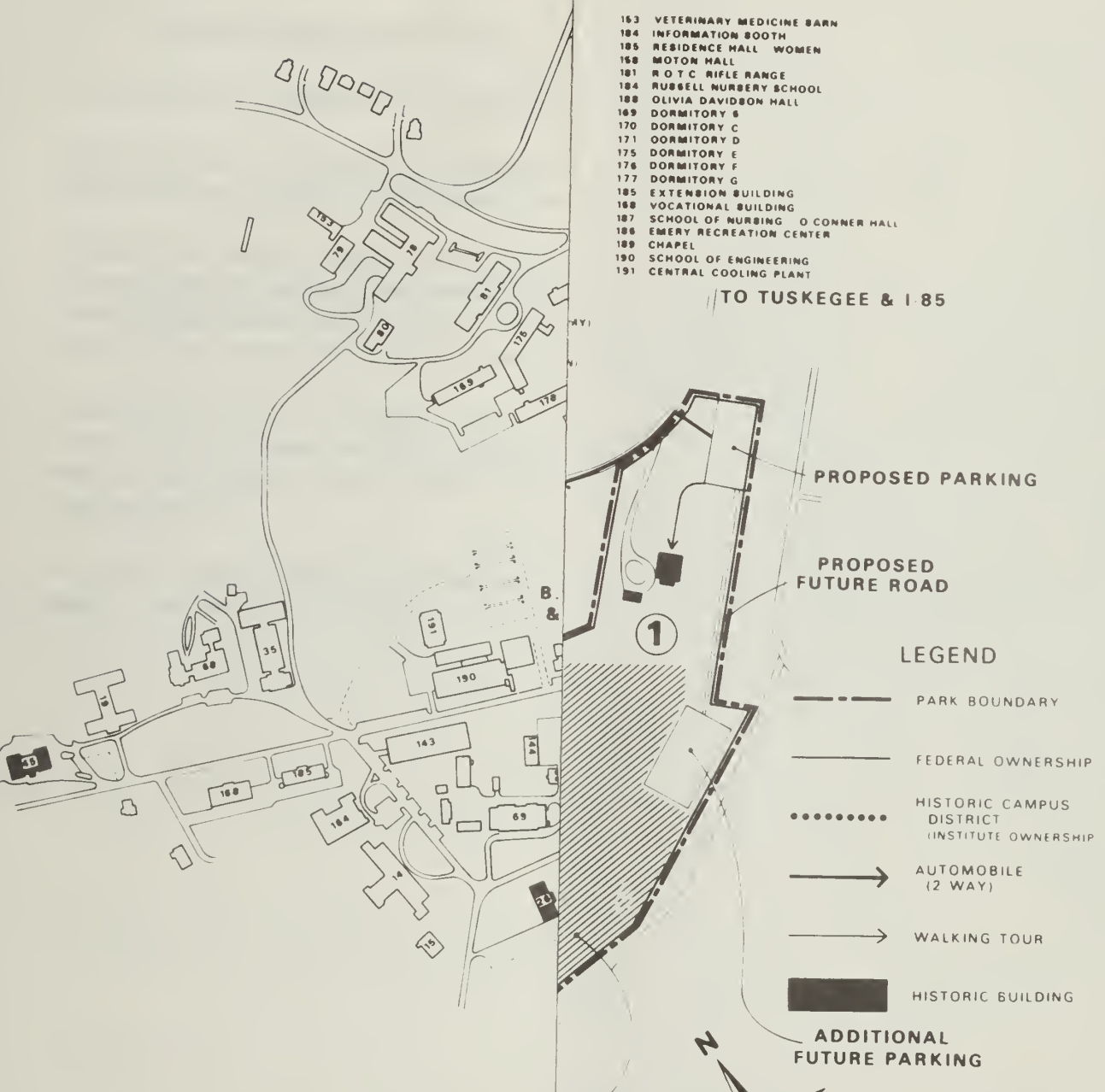
**BOUNDARY MAP
TUSKEGEE INSTITUTE
NATIONAL HISTORIC SITE
Macon County
ALABAMA**

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE
SEPTEMBER 1973 NHS TI 20.000 C
Denver Service Center



- 153 VETERINARY MEDICINE BARN
- 184 INFORMATION BOOTH
- 185 RESIDENCE HALL WOMEN
- 158 MOTON HALL
- 181 R O T C RIFLE RANGE
- 184 RUSSELL NURSERY SCHOOL
- 188 OLIVIA DAVIDSON HALL
- 169 DORMITORY B
- 170 DORMITORY C
- 171 DORMITORY D
- 175 DORMITORY E
- 178 DORMITORY F
- 177 DORMITORY G
- 185 EXTENSION BUILDING
- 168 VOCATIONAL BUILDING
- 187 SCHOOL OF NURSING O CONNER HALL
- 186 EMERY RECREATION CENTER
- 189 CHAPEL
- 190 SCHOOL OF ENGINEERING
- 191 CENTRAL COOLING PLANT

TO TUSKEGEE & I-85



LEGEND

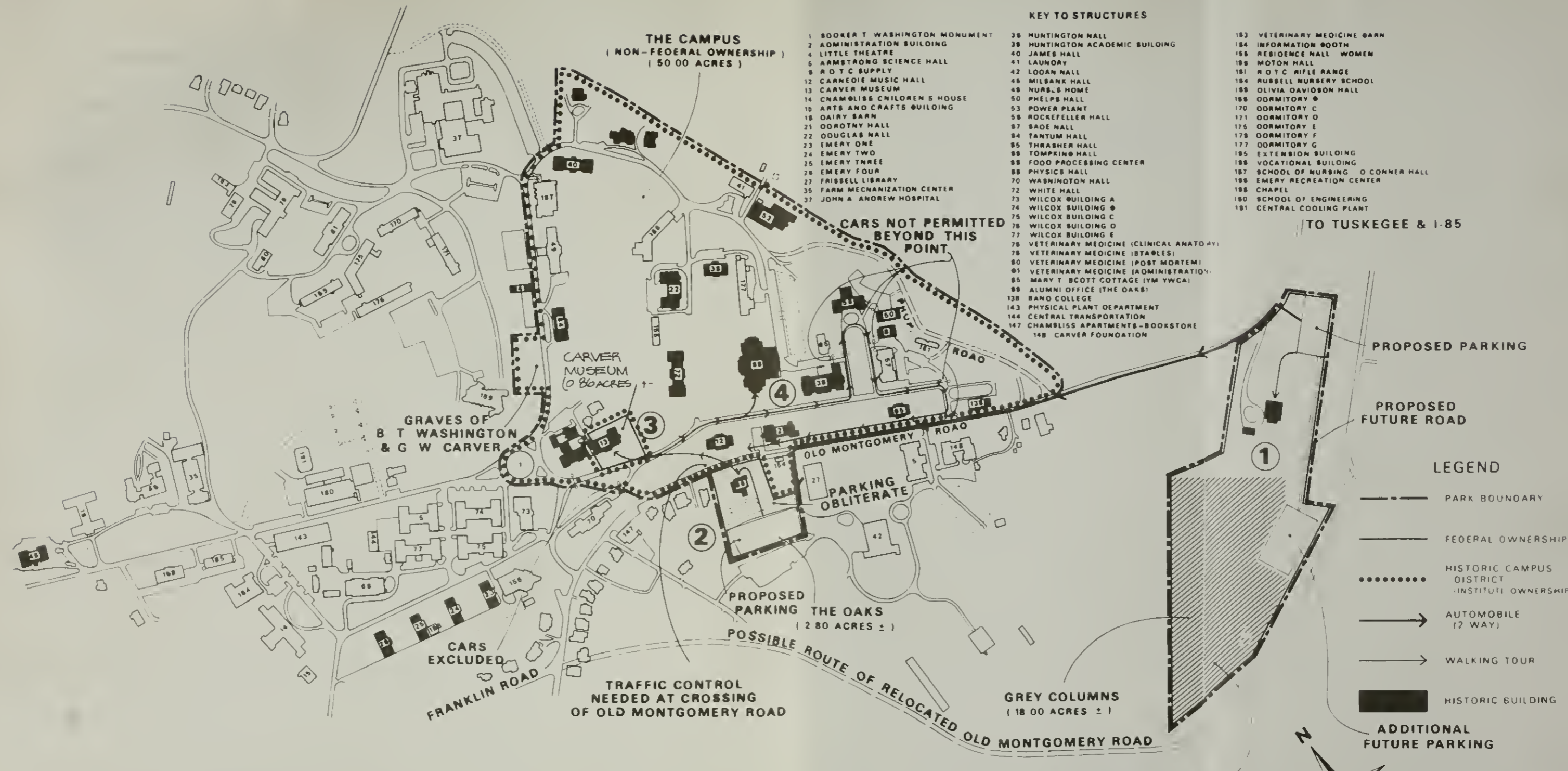
- PARK BOUNDARY
- FEDERAL OWNERSHIP
- HISTORIC CAMPUS DISTRICT (INSTITUTE OWNERSHIP)
- AUTOMOBILE (2 WAY)
- WALKING TOUR
- HISTORIC BUILDING

ADDITIONAL FUTURE PARKING

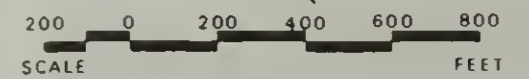


- 1 GREY COLUMNS**
INTERPRETATION / ADMINISTRATION
- 2 THE OAKS**
INTERPRETATION (HISTORIC HOUSE)
- 3 CARVER MUSEUM**
INTERPRETATION (CARVER LABORATORY)
- 4 THE CAMPUS**
INTERPRETATION

ENT PLAN
HISTORIC SITE



- 1 GREY COLUMNS**
INTERPRETATION / ADMINISTRATION
- 2 THE OAKS**
INTERPRETATION (HISTORIC HOUSE / WALKING TOURS)
- 3 CARVER MUSEUM**
INTERPRETATION (CARVER LABORATORY)
- 4 THE CAMPUS**
INTERPRETATION



TUSKEGEE INSTITUTE NATIONAL HISTORIC SITE

ALABAMA

UNITED STATES DEPARTMENT OF THE INTERIOR - NATIONAL PARK SERVICE

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C: MANAGEMENT OBJECTIVES

To coordinate park operations with the normal functioning of Tuskegee Institute.

To involve Tuskegee Institute in all long- and short-range planning that affects both the institute and the national historic site.

To obtain the necessary staffing, facilities, equipment, and funds so that the historical resources and facilities owned by the United States of America can be adequately managed and protected, and so that high standards of visitor service can be provided on a year-round basis.

To interpret the history of Tuskegee Institute within the environment of an active campus, to conduct all interpretation and interpretive programs without making moral judgments, and to base all interpretation on solid historical documentation.

To communicate the national significance of the historic site to all students, faculty, staff, and the community.

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PLANNING TEAM

PRE-AUTHORIZATION STUDY

Charles Clapper, Team Captain, Denver Service Center

Anna Coxe Toogood, Historian, Denver Service Center

Linda Van Keuren, Sociologist, Denver Service Center

Thomas Mulhern, Superintendent, Horseshoe Bend National Military Park

Ralph Bullard, Park Planner, Division of Cooperative Activities,
Southeast Regional Office

Frank Sarles, Historian, Washington Office

Henry Judd, Historical Architect, Washington Office

The team gratefully acknowledges the cooperation and assistance given by the staff and students of Tuskegee Institute. In particular, the team is indebted to Dr. Douglas Covington, formerly vice-president for development.

POST-AUTHORIZATION REVISIONS

John W. Bright, Assistant Manager, Southeast/Southwest Team,
Denver Service Center

John Troy Lissimore, Superintendent
Tuskegee Institute National Historic Site

Merdith B. Ingham, Chief
Division of Planning and Compliance
Southeast Regional Office

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